# P17 / Hy-Policies: Policy Transfer, Policy Learning and Hybridization of Policies in different Institutional Contexts.

**Topic :** COMPARATIVE PUBLIC POLICY

**Chair :** Jessica Bensa (Pontificia Universidad Católica del Peru)

**Second Chair :** Daniel Casal (Political Science Departament. Universidad Complutense de Madrid)

## GENERAL OBJECTIVES, RESEARCH QUESTIONS AND SCIENTIFIC RELEVANCE

The objective of this panel is to analyze in comparative perspective the processes of policy transfer in different institutional contexts. Our main questions are 1) What are the influence of micro and meso political factors at the decisional stage of the policy transfer process? 2) What domestic factors are involved on the adaptation of policies at the implementation stage? And 3) How and in which cases, the characteristics of the policy transfer process affects its results, generating policy learning, hybridization or innovation. This panel will contribute to the comparative research on public policies in an area of growing interest and complexity, paying special attention to the constraints offered by different political and institutional contexts to its characteristics and outcomes.

## CALL FOR PAPERS

This panel focuses on policy transfer studies, defining policy transfer as "the process by which a political system integrates policies that have previously been used in another political system" Dolowitz (2017). Our interest is to analyze how knowledge is used in the policy making process, how new ideas and policies are "translated" on their way from one system to another during the implementation stage, and what evidence can be provided about the reasons for success or failure of this translations. We are particularly interested in analyzing the influence of governance, micro politics and institutional factors that influence hybridization, adaptation and mutation of policies, generating different processes of policy learning, innovation or "indigenization of policies" (Stone, 2012). We welcome papers based on theoretical or empirical qualitative and / or quantitative methodologies for the analysis of policy transfer in different institutional contexts.

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## Session 1Hy-Policies: Policy Transfer, Policy Learning and Hybridization of Policies in different Institutional Contexts I

Wednesday, June 26th 14:00 to 16:00 (MB 1.301 )

### Discussants

Jessica Bensa (Pontificia Universidad Católica del Peru)

### Learning from the West to Attain Modernization of Education? A Case Study of the Constructivist Mathematics in Taiwan

Yi-Hua Lai (Soochow University)

I. Background

Taiwan has experienced a series of dramatic educational reforms since the 1990s. One of the appeals is "to promote the modernization of education", and the main approach is to lean from the west. In respect of curriculum, an important reform is the constructivist mathematics learning from the United States. That is, to abandon the traditional "solving mathematical problem through mechanically memorizing formula," to teach instruments and to emphasize the significance of constructing the meaning and understanding of mathematics by students themselves. Constructivist mathematics has been implemented at the primary education level since 1996; however, the policy has been regarded as failed in 2003 for the first policy generation students were found to have significant degenerated achievement in math when entering to junior high schools.

I. The puzzle and research purpose

Educational administrators, academia and practitioners have discussed the causes of policy failures. Some believe it is a policy implementation issue, and some believe it results from being inconsistent with the context (Yu & Han, 2009, Chiu & Whitebread, 2011). With regard to policy transfer, there are other questions that are worth to be addressed: 1. According to the result of the international competitions (i.e., PISA, TIMSS), the U.S. students' mathematics learning achievements are actually not as good as Taiwan, then why do Taiwanese government still need to draw lessons from the U.S.? 2. The effectiveness of constructivist mathematics in the U.S. has not yet been confirmed, is it still suitable for transfer? 3. Whether the invalidation of the U.S. policy in the context of Taiwan is probably due to mislearning or mistranslation (Stone, 2012)? This paper aims to explore relative issues: Why and how the Taiwanese government transferred constructivist mathematics from the U.S., and the focus of research will be on policy planning rather than policy implementation.

II. Research method

This research will conduct the document analysis and interviews to collect research data. Firstly, I will widely collect and analyze policy documents related to constructivist mathematics in the U.S. and Taiwan to understand the policy planning and interpretation of the two countries. Then I will investigate the reasons, methods and contents of policy transfer through interviewing the Taiwanese officials of the Ministry of Education and reformers who were responsible for the policy planning of constructivist mathematics.

III. The significance of this research

This study explores a valuable topic of policy transfer: When are the outcomes of the target policy evident to be less or uncertain effective than existing policies, then why and how to conduct policy learning? In other words, is learning from the west a sort of “superstitious learning” (March & Olsen, 1976)? Although there

have been many discussions on constructivist mathematics, most focus on the issue of policy implementation. This paper concentrates to address the policy planning perspective, which helps to supplement existing viewpoints and literature.

### Youth activation policy learning in Denmark and France (2008-2016)

Shannon Dinan (Université de Montréal)

Youth employment is a salient issue across welfare states and labor market changes have created numerous obstacles to stable employment. These conditions are significant for youth because the ability to enter the labor market is crucial to one’s long-term well-being and difficulty integrating the labor market may lead to scarring effects (Schmillen and Umkehrer, 2017). The 2007-08 financial crisis increased youth's hardships and youth unemployment the European Union (EU) rose by 8.12% between 2008 and 2013 (OECD, 2017).

In response, there has been an increase in the number of youth activation policies adopted since the financial crisis. The Labour Market Reforms Database (LABREF) collects data on the number of youth activation schemes adopted in the 28 EU member states. Tabulating this data demonstrates there has been a net increase in the overall number of policies adopted in these countries. Although comparative welfare state literature has analyzed activation policies in great depth and some youth transition researchers include activation in their analyses (Pohl and Walther, 2007), less focus has been given to how welfare states activate youth. This research uses qualitative methods to investigate how countries altered their youth policies since the financial crisis. Specifically, what influence have international organizations had on one type of youth policy transfer, policy learning?

Using Rose's (1991) definition of policy learning, the article analyzes the influence two international organizations, the EU and the Organization for Economic Co-operation and Development (OECD), have had on national youth activation policymaking. Both of these organizations published recommendations for youth unemployment after the crisis. Research on the EU signals that, although its youth recommendations were written to allow for member states to modify them, the EU's actions are likely to have encouraged members states to consider the policy as a solution for those not in education employment or training (Bussi and Geyer, 2014). This research uses document analysis and interviews to go one step further and process-trace policy learning from these organizations in Denmark and France between 2008 and 2016. This approach allows the researcher to provide a more detailed understanding of these organizations' influence.

Contrary to expectations, findings indicate these international actors did not play a significant role in the policy process for youth policies in either case during the period. Rather than the EU and OECD forming epistemic communities and similarly influencing both cases, research shows that national actors served an essential role as conduits for ideas. These national actors were not necessarily affiliated with the same epistemic communities as the EU and the OECD or members of common ideational networks. In this way, national actors may have been aware of existing policy ideas to resolve youth unemployment, but there is little evidence they shared beliefs with or coordinated with the EU and the OECD. Interactions between national actors do, however, help explain why specific policies were adopted during the period.

### “Chileanization” of international policy goals through capacity building: an interpretive analysis of the Chilean adaptation of United Nations programs in aquaculture and indigenous rights.

Jeanne Simon (Universidad de Concepcion)

Since the return to electoral democracy in 1990, the Chilean Foreign Ministry has emphasized the importance of strengthening international institutions. Consequently, Chile participates in multiple supranational organizations and has sought to strengthen its voice in the United Nations. As a result, Chile has assumed important commitments while also maintaining a certain degree of freedom based on its technical expertise and policy success with respect to the Millennium Development Goals.

The present paper analyzes the mainstreaming process of two policy goals through collaboration con the FAO and PNUD: 1) “Strengthening the Adaptive Capacity to Climate Change in the Fisheries and Aquaculture Sector” and 2) National capacity-building for intercultural conflict prevention and management in Chile. Based in analysis of official documents and semi-structure interviews with the civil servants, we compare and contrast the policy integration narrative promoted by the Indigenous Affairs Unit of the Ministry of Social Development with the interpretation/adaptation of this narrative within each Ministry, visibilizing the

learning process as well as the obstacles and advances.

### Climbing towards the modernization of Spanish democracy. The case of the transfer of participation policies in Catalonia.

Daniel Casal (Political Science Departament. Universidad Complutense de Madrid)

Local democracy in Spain turns 40 years old. During these four decades of validity of the municipal model that was born in 1979, local governments have been pioneers in the implementation of various policies on good governance, transparency and the fight against corruption. In addition, municipal democracy has made local governments the main source of supply for the central government and emerging governments in the regions of its political elites.

The paper assumes that in Spain there is a transfer of policies from the local level to the regional and national levels. For this, the paper focuses on analyzing the case of participation policy in Barcelona and the local governments of its metropolitan area, proposing how the generalization of municipal departments of citizen participation later reaches the regional government that copies the model when the political elites Municipalities occupy positions of responsibility in the Catalan Government.

### Analysis of the Implementation of a Hybrid Education Policy in Different Institutional Contexts

Ivy Silva Costa (Universidade Federal de Viçosa e Instituto Federal do Sudeste de Minas Gerais - Campus Rio Pomba)

Suely de Fátima Silveira (Universidade Federal de Viçosa)

Magnus Emmendoerfer (Universidade Federal de Viçosa - UFV / UNESCO CHAIR CEPPBRASIL )

In the last three decades, environments and ways of implementing public policies have been changed, as a consequence of the idea of ??the New Public Management (NPM), which introduced market principles and efficiency in the provision of public services. Government actors and private actors, both for profit and non-profit, started to collaborate in the implementation of policies, which gave rise to hybrid public policies. The concept of these is not clearly demarcated in the literature, but for the purpose of this work, it was considered hybrid public policies that are formulated by public actors and implemented by private for profit and non-profit actors, which have different institutional logics, but shared goals. Denis, Ferlie and Gestel (2015) emphasized that hybridization in public services is a trend and therefore should be further explored. Thomann, Hupe, and Sager (2017) emphasized that little known about private actors in the implementation of public policy because the hybrid policy literature neglects individuals and studies of street level bureaucrats do not consider hybridization. In view of the lack of studies of this nature, the present work intends to analyze and compare the implementation of a hybrid educational policy, called the Student Financing Fund (FIES), through which the Brazilian Federal Government finances higher education for students with income limitations and are enrolled in private for profit and non-profit institutions. It should be noted that, in principle, this program was established in 1976 as an educational credit program and in 1999 it was remodeled and renamed FIES. This was elaborated by the Ministry of Education (MEC), created through Provisional Measure No. 1827/99 and made official by Law 10.260 / 2001. Based on the foregoing, we will answer the following research question: How does the implementation of FIES occur in private profit and non-profit institutions of higher education (IES)? If there are differences, what can they entail? This empirical qualitative study will be implemented in two stages: (i) analysis of FIES legislation and (ii) analysis of the FIES implementation process in two private IES, one for profit and another for non-profit. To do so, it will use documentary research and primary data collection from semi-structured interviews with the managers responsible for FIES in the analyzed institutions. The data collected will be considered through the technique of content analysis. This proposal of work is related to questions 2 and 3 of this panel, because it will seek to identify the influence of factors that are present in the different institutional contexts in which a hybrid public policy is being implemented. It is hoped that the findings found may contribute to the learning process regarding hybrid policies and that evidence can be provided in reasons of the success or failure of the policy analyzed in relation to the different contexts.